

**Report of the  
Accreditation Visiting Team**

**Intermountain Christian School  
6515 South Lion Lane  
Salt Lake City, Utah 84121**

**November 16-17, 2004**



**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**Intermountain Christian School  
6515 South Lion Lane  
Salt Lake City, Utah 84121**

**November 16-17, 2004**

**UTAH STATE OFFICE OF EDUCATION**

**Patti Harrington, Ed.D.  
State Superintendent of Public Instruction**

**DIVISION OF  
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

**Christine Kearl, Associate Superintendent**

**Brett Moulding, Director  
Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist  
Curriculum and Instruction**

**Salt Lake City, Utah**

## TABLE OF CONTENTS

Foreword.....	ii
Utah State Board of Education .....	iii
Intermountain Christian School Board, Administration, and Staff.....	1
Intermountain Christian School Mission Statement and Belief Statements .....	3
Members of the Visiting Team .....	4
Visiting Team Report.....	5
Chapter 1: School Profile.....	5
Suggested Areas for Further Inquiry.....	6
Chapter 2: The Self-Study Process .....	6
Chapter 3: Instructional and Organizational Effectiveness .....	7
Shared Vision, Beliefs, Mission, and Goals .....	8
Curriculum Development.....	9
Quality Instructional Design .....	10
Quality Assessment Systems .....	10
Leadership for School Improvement .....	11
Community Building .....	12
Culture of Continuous Improvement and Learning.....	12
Chapter 4: Northwest Association of Accredited Schools (NAAS) Standards I-XI .....	13
Chapter 5: School Improvement Efforts – Action Plan .....	15
Chapter 6: Major Commendations and Recommendations of the Visiting Team .....	15

## **FOREWORD**

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, November 16-17, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Intermountain Christian School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Rob Brown is also commended.

The staff and administration are congratulated for their desire for excellence at Intermountain Christian School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Intermountain Christian School.

Patti Harrington, Ed.D.  
State Superintendent  
of Public Instruction

# UTAH STATE BOARD OF EDUCATION

250 East 500 South  
P. O. Box 144200  
Salt Lake City, UT 84114-4200

## **District 1**

Teresa L. Theurer  
66 Canterbury Circle  
Logan, UT 84321  
Phone: (435) 753-0740

## **District 6**

Tim Beagley  
3974 South 3550 West  
West Valley City, UT 84119  
Phone: (801) 969-6454

## **District 11**

David L. Moss  
1964 Hawk Circle  
Sandy, UT 84092  
Phone: (801) 572-6144

## **District 2**

Greg W. Haws  
5841 West 4600 South  
Hooper, UT 84315  
Phone: (801) 985-7980

## **District 7**

John C. Pingree  
1389 Harvard Avenue  
Salt Lake City, UT 84105  
Phone: (801) 582-5635

## **District 12**

Mike Anderson  
455 East 200 North  
Lindon, UT 84042  
Phone: (801) 785-1212

## **District 3**

Edward Dalton  
1323 Bryan Road  
Erda, UT 84074  
Phone: (435) 882-4498

## **District 8**

Janet A. Cannon  
5256 Holladay Blvd.  
Salt Lake City, UT 84117  
Phone: (801) 272-3516

## **District 13**

Linnea S. Barney  
1965 South Main Street  
Orem, UT 84058  
Phone: (801) 225-4149

## **District 4**

Joyce W. Richards  
930 East 5000 South  
Ogden, UT 84403  
Phone: (801) 479-5370

## **District 9**

Gary C. Swensen  
1101 Framewood Ln  
Taylorsville, UT 84123  
Phone: (801) 281-8746

## **District 14**

Dixie Allen  
218 West 5250 North  
Vernal, UT 84078  
Phone: (435) 789-0534

## **District 5**

Kim R. Burningham  
932 Canyon Crest Drive  
Bountiful, UT 84010  
Phone: (801) 292-9261

## **District 10**

Laurel Brown  
5311 South Lucky Clover Ln  
Murray, UT 84123  
Phone: (801) 261-4221

## **District 15**

Debra G. Roberts  
Box 1780  
Beaver, UT 84713  
Phone: (435) 438-5843

## **Bonnie Jean Beesley**

1492 East Kristianna Cir.  
Salt Lake City, UT 84103  
Phone: (801) 359-0295

## **Sara V. Sinclair\***

1340 North 1500 East  
Logan, UT 84341-2851  
Phone: (435) 754-0216

## **Patti Harrington**

Executive Officer

## **Twila B. Affleck**

Secretary

\*Board of Regents Appointments

8/1/2004

# INTERMOUNTAIN CHRISTIAN SCHOOL

## School Board

Karen Dahl .....	President
Don Bigelow .....	Member
David Howard .....	Member
Barbara Murphy .....	Member
Andrea Townsend .....	Member
Roy Van Os .....	Member

## School Administration

Rob Brown .....	Principal
Jacqueline Crowwhite .....	Vice Principal

## Counseling

Denise Buckley .....	Counselor
----------------------	-----------

## Support Staff

Patty Horton .....	Secretary
Eileen Rocco .....	Bookkeeper
Jessica Hahn .....	Business Manager
Laurie Pangborn .....	MS/HS Secretary

## Faculty

Hildred Abee .....	1st grade
Tracy Autry .....	Afternoon Kindergarten Aide
Susan Berrend .....	High School Science, Yearbook
Claudia Boutot .....	Middle School Spanish
Bethany Bradfield .....	High School Math
Denise Buckley .....	High School Guidance Counselor
Rachel Coleman .....	Elementary and Middle School Computer
Sam Coleman .....	Middle School Science, Bible, Social Studies
Alicia Coyne .....	Middle and High School Art, PE, Health
Shannon Dare .....	Technology Specialist, Middle School Science

Pat DeJong.....	Middle School Math, Bible, Social Studies
Jason Epps .....	Campus Pastor
Valerie Fish .....	Elementary Art Teacher, Morning Kindergarten Aide
Joyce Foster .....	Media Specialist
Sheryl Geoghan .....	Kindergarten
Linda Hallien .....	Preschool Aide
Dalice Heiser .....	Music
Nathan Hope.....	Ensemble, Middle School Music, Band, Algebra I, 10 <sup>th</sup> Grade Health
Gordon Hultberg.....	High School English, Student Council, Bible, Drama
Melissa Koning.....	2nd grade
Victoria Lee .....	Middle and High School Aide, Kindergarten Enrichment, After care
Louise Lightner .....	Elementary Spanish
Jamie Lister .....	Office & Lunchroom Aide
Barbara Morris .....	Middle and High School Social Studies, Bible
Michele Myer .....	Elementary Art Aide
Jocelyn Ness .....	4th grade
Paula Potter.....	3rd grade
John Prim.....	High School Spanish
Laura Rowbotham .....	PE, Middle School Athletic Director
Kevin Seager .....	Computer Assistant
Kim Seymour .....	Middle School English
Matt Snyder .....	High School Athletic Director, High School Math
Lynelle Stoddard .....	Kindergarten Enrichment
Pat VanHeyst.....	5th grade
Cherry Wickel .....	Pre-kindergarten
Ann Yetton .....	Media Assistant

# **INTERMOUNTAIN CHRISTIAN SCHOOL**

## **MISSION STATEMENT**

To build disciple-making servants within a caring Christ-centered, Biblically based, and challenging academic environment which is focused on building Christian character and values.

Motto: *“Shaping Hearts to Serve”*

## **BELIEF STATEMENTS**

1. Student learning is a chief priority of the school, with the understanding that God is the source of all truth.
2. Through the study of language, science, history, mathematics, and all other subjects, in the light of Scripture, our students develop a Christian perspective of life, God’s purpose, and the Christian’s role in the community.
3. Students need not only to demonstrate their understanding of essential knowledge and skills, but also to reflect the image of God in their moral, intellectual, and spiritual capacities.
4. Intermountain Christian School endeavors to build disciples who then become disciple-makers.
5. Each student is valued as an individual with physical, social, emotional, and intellectual qualities.
6. Students learn in different ways; therefore, curriculum and instructional practices incorporate a variety of learning styles.
7. Positive relationships and mutual respect among students and staff enhance a student’s sense of worth before God.
8. Intermountain Christian School is for the children of Christian families.
9. Intermountain Christian School is not a substitute for the home; however, we believe that the Christian school is an extension of the home.
10. Our commitment to continuous improvement is imperative if Intermountain Christian School is going to produce confident, self-directed, life-long learners.

## **VISION**

It is the vision of Intermountain Christian School to provide a caring and challenging education that academically prepares and spiritually equips students to become better servants, leaders, and people of influence in their homes, cities, nations, and the world.



## **MEMBERS OF THE VISITING TEAM**

Ralph P. Vander Heide, Ph.D., Utah State Office of Education Accreditation  
Consultant, Visiting Team Chair

Joe Detzner, Layton Christian Academy

Robert Mitchell, Christian Heritage Academy

# VISITING TEAM REPORT

## INTERMOUNTAIN CHRISTIAN SCHOOL

### CHAPTER 1: SCHOOL PROFILE

Intermountain Christian School is a private, nonprofit Christian school founded in 1982 by a group of members of the Evangelical Free Church of Salt Lake City. Their goal was to provide the children of Salt Lake City and surrounding communities with an affordable, high quality, Christ-centered education. These goals remain the emphasis today as illustrated by the school's mission, beliefs and vision statements.

Intermountain Christian School has been fully accredited by the Utah State Board of Education and the Northwest Association of Accredited Schools since 1986. Intermountain Christian School is also a member of the Association of Christian Schools International (ACSI). Now in its 23<sup>rd</sup> year, Intermountain Christian School's enrollment has fluctuated moderately since the transition of principals four years ago. Since the 2000-2001 school year, enrollment has increased nine percent, from 292 to 319. The increase included an average of 71 new students per year.

The school had prepared for the visit with a self-study based on *School Improvement: Focusing on Student Performance*, Kathleen A. Fitzpatrick, Project Director, published by the National Study of School Evaluation (NSSE) and the Utah accreditation manual *Collaborating on Student Achievement*. The administration, faculty, staff, and other groups of stakeholders worked for some eighteen months on the self-review procedure.

The classrooms reflect what is currently being studied with an abundant variety of student work, teacher materials, bulletin boards, books, etc. The religious nature of the school is evident in every area and is integrated into the everyday curriculum. The Visiting Team was impressed with the quality of the educational program and the sense of community and ownership on the part of students, staff, and parents.

a) *What significant findings were revealed by the school's analysis of its profile?*

The system of collecting and managing the data was quite comprehensive. The collection of the data for the profile provided a rich and comprehensive description of the school. An in-depth and comprehensive analysis of the profile data has been conducted to describe the overall performance of the school. Types of data include:

- Enrollment trends.
- Retention statistics.
- Tuition costs.
- School ratings from the Sutherland Institute.
- Faculty and staff profiles.

- Ethnic makeup of the school.
- Spiritual development.
- CO-curricular activities.
- Stakeholders' perceptions from parents, students, faculty, and staff.
- Scholastic performance data, including ACT/SAT testing and Stanford Achievement testing.

*b) What modifications to the school profile should the school consider for the future*

The school should consider evaluating the comparison of entrance exams to the student's abilities after attending Intermountain Christian School for a period of time. This may show some strengths or areas in need of improvement in the educational program.

A comparison of the progress of female students vs. male students may also indicate limitations as well as strengths.

It is also recommended that more socioeconomic information be included in the profile.

**Suggested Areas for Further Inquiry:**

Student enrollment by grade level and gender should be given, and more detailed information on adherence to the State Core Curriculum should be included in the profile.

The Visiting Team emphasizes, however, that a systematic process of collecting and managing profile data was employed. The data provides a rich and comprehensive description of the school, and both strengths and limitations, as well as areas for growth, are described.

The profile describes the "big picture" at Intermountain Christian School. Stakeholders are already disaggregating the data in order to improve learning outcomes.

## **CHAPTER 2: THE SELF-STUDY PROCESS**

*a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Intermountain Christian School has made a great effort to work collaboratively with all stakeholders. Parents were involved in the establishment of the school in 1982

and have continued to work closely with all aspects of the educational and spiritual programs of the school. For example, the parents are asked to perform numerous hours of service to the school above and beyond their tuition commitment. This was not looked on by the parents as a burden, but as a responsibility and privilege. In interviews with the parents and the board, the Visiting Team learned that the parents, staff, and board were deeply involved in the self-study. They served on committees and were involved in the discussions.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The school was very forthright (again, with much input from parents) in recognizing weaknesses, and they appeared to objectively identify strengths. For example, they recognized the issue with bullies in the elementary program and made initial plans to study and resolve the issue.

They also commented on the survey data, which indicated that 41 percent of middle and high school students did not look forward to coming to school each day.

### **CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS**

The school's desired results for student learning (DRSLs) are being revised. To prepare for the evaluation of the Visiting Team, Intermountain Christian School has for the last several months been reviewing the following DRSLs, which were outlined in the March 1999 report:

1. Learning to Learn
2. Expanding and Integrating Knowledge
3. Communication Skills
4. Thinking and Reasoning Skills
5. Interpersonal Skills
6. Personal and Social Responsibility

The "newly crafted" DRSLs number nine, as follows:

1. Students demonstrate moral reasoning based on Biblical truths.
2. Students possess a servant's heart.
3. Students have a deepening relationship with God.
4. Students take risks.
5. Students are problem solvers and decision makers.
6. Students are aware and informed citizens of the world.
7. Students are life-long learners.

8. Students are responsible for themselves, to the community and in the world.
9. Students show initiative.

The stakeholders of Intermountain Christian School have found it difficult to measure some of the above DRSLs and to include them in an action plan.

As the self-study points out, “[A] desire and understanding of the power of DRSLs now exists in the faculty. A commitment to continue the refinement process to create true DRSLs is vital to further define and align the academic co-curricular programs across all grade levels.”

Stakeholders realize that “a ‘DRSLs committee’ should be formed that includes members of both the current curriculum and DRSL committees to craft the current DRSL themes into a manageable number of concrete, objective and achievable DRSLs. Approved DRSLs will be presented to all stakeholders through in-service, classroom and parent presentations. DRSLs will be reviewed by the faculty on a yearly basis for accuracy, and as a basis for a schoolwide forum to aid the staff in aligning curriculum in all subject areas.”

The school has included portions of both of the above sets of DRSLs in its multifaceted action plan (s). The Visiting Team recommends that the school now focus on two to four DRSLs, which all stakeholders agree upon and which are aligned with the beliefs, vision, and mission statement, and address them in the action plan in the manner outlined in the NSSE publication *School Improvement: Focusing on Student Performance*.

### **Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The school has done an excellent job of collaboratively creating and modifying the mission, vision, beliefs, and motto purpose and direction for the school over a period of several years. The learning and spiritual goals have been articulated to all stakeholders, and the Visiting Team notes strong support among constituents of those goals.

The multifaceted mission of the school to build disciple-making servants in a Christ-centered, Biblically-based, and challenging academic environment focused on building Christian character and values was clearly articulated in the self-study report and in the interviews with the staff, board, parents, and students.

The mission statement of Intermountain Christian School focuses on academic learning and giving students a spiritual foundation. The school should consider adding to the statement the school’s concept of lifelong learners, meeting the needs

of all learners, and the cooperation of stakeholders in achieving the learning outcomes.

Stakeholders would be well advised to revisit the mission, vision, beliefs, and motto, and possibly combine some of these statements. It appears, for example, that the mission and vision could be formed into one statement. The motto seems to be one school belief.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

It is quite clear that the school worked collaboratively in articulating the mission and goals of the school. These goals and mission are at the heart of the direction of the school and are more than a statement on a wall. It is clear that a Bible-centered view underlies the school's beliefs. It is also clear that the desired end result of the program is to develop spiritual leaders for the future.

The beliefs support a commitment to learning outcomes and achievement and to spiritual development.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

They are very well aligned with the Christian mission, motto, and vision statement. The following are some examples (five of the sixteen, also see above for the entire list):

- Moral reasoning based on Biblical truth
- A servant's heart
- Deepening relationship with God.
- Problem solving and decision making
- Lifelong learners

Trying to address all the beliefs could prove difficult to manage and can lead to fragmenting the efforts of school personnel. As noted above, the stakeholders of Intermountain Christian School should refer to part three of *School Improvement* (NSSE) for specific guidance on defining and focusing on desired learner results.

### **Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The staff works to collaborate to some extent. The school does base its curriculum on the Utah State Core Curriculum. Referencing test results from SAT and ACT tests help the school evaluate the mastery of Core standards.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

See Chapter Three above for the analysis and recommendations of the Visiting Team.

### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Students reported that they were very pleased with the variety of learning experiences to engage student learning. Parents concurred.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Students and parents both expressed satisfaction with the variety of learning opportunities offered at Intermountain Christian.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Additional opportunities to support student learning include field trips, service projects, and other experiences under the guidance of teachers.

### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

Each class, in relation to subjects taught, has a syllabus that clearly articulates student learning goals and expectations. The type of achievement to be assessed, as well as performance standards which evaluate the quality of students' achievement, are clearly communicated to parents and students. Assessment is both formative and summative.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Teachers at Intermountain Christian School develop a variety of assessments. The small size of the school allows for the development of various methods. The SAT is used to assess curricula and individual strengths and learning trends each year.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The focus group suggested that in-service training is needed to improve fair and equitable assessments. However, teachers also indicated that this is being done.

### **Leadership for School Improvement:**

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The principal and vice principal conduct frequent visits to classrooms. They give both verbal and written evaluations of the performance of teachers. The Visiting Team noted a clear and strong emphasis on instructional leadership based on research and data-driven judgments.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The decision-making process ensures consistency with the school's beliefs, vision, mission and action plan. There is much evidence at Intermountain Christian School of collaborative decision making.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The school uses assessment and evaluative data to monitor student achievement, which may lead to improvement of instruction. (See also the section on Assessment). Administrators monitor the process.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The school administrators work diligently to promote a safe and effective learning environment. Both parents and students expressed appreciation for the efforts of the school leadership.



- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSs, and school improvement efforts?*

School leadership accomplishes this to the extent possible. Allocation of rather limited resources is always a matter of concern. Certainly the emphasis is on improvement and enhancement of learning. Policies and procedures for allocating resources are consistent with the school's beliefs and mission. Recently, personnel were hired to examine and increase the efficiency and effectiveness of school operations and the allocation of resources. Scheduling, teacher loads, and teacher talents were evaluated.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The administration empowers the school community by requiring teachers to communicate with students and parents on a regular basis. Grades are available online, and lesson assignments can be e-mailed. It appears that the entire school community is involved in improving student learning.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

Positive and productive working relationships have been established among students, teachers, staff members, and administrators.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The school extends the idea of community by involving parents, business and government leaders, clergy, local businesses, and experts in various fields. This results in improved learning opportunities through guest speakers, field trips, and service projects.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Opportunities for continuous improvement are provided in many ways. Professional development is provided through regularly held in-service days. Funds and time off are made available for professional development opportunities.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

Intermountain Christian School supports individuals and groups responsible for implementing productive change. Regular interaction occurs regarding needed change in policy, curriculum, day-to-day operations, and future considerations.

## **CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI**

### **Standard I – Educational Program**

This standard is met. The instructional and organizational practices of Intermountain Christian School, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society. The school stresses two “equally important objectives”: academic and spiritual development. Instruction is based on the Utah Core Curriculum.

### **Standard II – Student Personnel Services**

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled. This is achieved through the services of a half-time guidance counselor. Both parents and students were highly complimentary and appreciative of the work of the counselor.

### **Standard III – School Plant and Equipment**

This standard is minimally met. It is generally recognized that more space is needed in order to accomplish the long-term objectives of the school. Lack of green space is a leading concern. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

### **Standard IV – Library Media Program**

This standard is not satisfactorily met. The school is actively working at coming into complete compliance.

## **Standard V – Records**

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured privacy of such, as guaranteed by federal legislation.

## **Standard VI – School Improvement (This is addressed in the self-study.)**

This standard is met. The school improvement plan (SIP) focuses on the total school, and schoolwide DRSLs are addressed in the plan. (See comments on DRSLs in Chapter Three of this report.)

## **Standard VII – Preparation of Personnel**

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned, or they are properly exempted. Since the school has been deficient on this standard in the past, the Visiting Team reminds administrators and the board to be mindful of the importance of remaining in compliance.

## **Standard VIII – Administration**

This standard is met. The administration of Intermountain Christian School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures. The principal is a strong educational and spiritual leader.

## **Standard IX – Teacher Load**

This standard is met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and NAAS.

## **Standard X – Activities**

This standard is met. Intermountain Christian supports a range of activities that supplement the basic instructional program by providing additional interests and experiences for learning to take place.

## **Standard XI – Business Practices**

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

## CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The Visiting Team recommends that the action plan focus more on the DRSLs. The school should consider reducing the action plan to a more manageable number of outcomes for the given time periods. (See Chapter Three above.)

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and system-wide?*

There is commitment to accomplishing the plan according to the established time lines based on interviews with the faculty. However, the plan does seem to be a bit over-ambitious. It is recommended that it be reviewed and made more manageable. Also, the plan should concentrate primarily on learning outcomes (DRSLs)

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The process is sound and orientated toward specific outcomes, but the Visiting Team is concerned that it may be too broad for efficient implementation.

## CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

### **Commendations:**

- The Visiting Team commends the school for the warm welcome and hospitality offered to the Visiting Team.
- The Visiting Team commends all stakeholders for being frank in their self-assessment of Intermountain Christian School.
- The Visiting Team commends all persons who created the self-study for following the guidelines of NSSE and supplying all required information. The Visiting Team notes that stakeholders worked for some 18 months on the self-study.
- The Visiting Team commends the faculty and administration for Biblical integration in the curriculum and for the cross-curricular content.
- The Visiting Team commends the Parent Teacher Fellowship for providing monitory resources for classroom use.

- The Visiting Team commends the school for the high approval ratings of its approaches to learning offered by all constituents.
- The Visiting Team commends the school for being ranked second (out of fifty high schools in the Salt Lake Valley) for academic excellence by the Sutherland Institute.
- The Visiting Team commends the school for providing teachers with a salary and benefits package that exceeds that of comparable area private schools.
- The Visiting Team commends the administration for promptly addressing discipline issues.
- The Visiting Team commends the faculty and administration for creating a nurturing, helping environment.
- The Visiting Team commends all stakeholders for working conscientiously, diligently, and cooperatively to achieve the two primary objectives of Intermountain Christian School: academic accomplishment and spiritual growth.

### **Recommendations:**

- The Visiting Team recommends that all stakeholders revisit the DRSLs (see Chapter Three).
- The Visiting Team recommends that the board, administration, and all stakeholders continue to explore the possibility of expanding the facilities of Intermountain Christian School.
- The Visiting Team recommends that the board, administration, and faculty explore the possibility of establishing a teacher-led learning laboratory that would help students who are struggling academically (as suggested by the Beliefs and Mission Committee).